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ABSTRACT

The teacher's guide provides objectives, goals, learning activities, resources, teaching techniques, student bibliographies, and other sources helpful to teachers in developing, planning, and implementing juvenile justice education programs in the social studies classroom. The first section of the guide examines the nature of juvenile crime, goals for instruction, relevant videotape sections, and introduces a shoplifting simulation. The second section investigates police and arrest procedures through activities which involve students in simulated police action. The third section focuses on the juvenile system. Students observe proceedings of a juvenile court case, analyze the juvenile system, and compare it to the judicial process used for adult defendents. Activities in sections one through three include: videotape analysis, class visitations by policemen and merchants, readings, class discussions, role playing, class debate, the case study approach, and classroom polls. A directory of juvenile justice resource people in Carroll County, Maryland, is included. An accompanying videotape, entitled "Maryland v. Trouble," may be obtained from the Law-Related Education Program for the Schools of Maryland, Carroll County Public Schools, 55 North Court St., Westminster, Maryland, 21157. (Author/DB)

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LAW-RELATED EDUCATION PROGRAM

FOR THE SCHOOLS OF MARYLAND

TEACHER'S GUIDE

FOR

MARYLAND v. TROUBLE

A Video Tape Recording

A guide based upon the Juvenile Justice System in Maryland with an accompanying video tape recording related to the system in Carroll County, Maryland.

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30009035

September 1976

This project is funded by the Governor's Commission on Law Enforcement and the Administration of Justice, the Maryland State Department of Education and the Maryland State Bar Association.

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PREFACE

The video-tape recording entitled "Maryland v. Trouble" was produced for the Carroll County Public Schools by Ira Hiberman of South Carroll High School. The program clearly shows arrest procedures and rules of governance related to juvenile apprehension. In addition, the program traces the progression from arrest, intake hearing, adjudication and, ultimately, to the dispositional hearing. The role of the juvenile court master and the juvenile counselor also receive attention.

The video tape, "Maryland v. Trouble," may be obtained from the Law-Related Education Program for the Schools of Maryland. Information regarding this teacher's guide and how it may be obtained can be secured by writing to Mr. Donald Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21157.

TEACHER'S GUIDE

FOR

M A R Y L A N D v. T R O U B L E

A VIDEO-TAPE RECORDING HIGHLIGHTING
THE JUVENILE JUSTICE SYSTEM

Produced by Ira Hiberman in conjunction with the Law-Related Education Program for the Schools of Maryland.

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Gerard W. Paradis, Coordinator

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ACKNOWLEDGEMENTS

As members of the Law-Related Education Program staff, we wish to extend our deepest gratitude to the following people for donating their time and efforts to make this video tape and accompanying guide possible:

Ira Hiberman, Social Studies Department Head of South Carroll High School, who more than anyone is responsible for this guide and video tape; H. Leroy Day, Retired Police Chief, Westminster; Jim Doolan, Director of Carroll County Youth Services Bureau; William R. McDonald, Attorney, Westminster; Louis Scharon, Businessman, Westminster; Robert Speaks, Juvenile Master, Carroll County; Ralph Uebersax, Assistant State's Attorney Carroll County; Jed Walter, Juvenile Intake Office of the Department of Juvenile Services, Carroll County; and Barry Bruce and Judi Pevey, formerly students at South Carroll High School.

Special thanks go to Mr. Alva Finch of Westminster and South Carroll students John Martin, Craig Dettmer, and Mike Serio for their technical assistance with the production. Appreciation is extended to Andy Wizda, a teacher at South Carroll High School, for his helpful advice regarding the organization of this teacher's guide.

Donald P. Vetter
Director

Gerard W. Paradis
Coordinator

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RATIONALE

The program "Maryland v. Trouble" represents an attempt by students and teachers to create a pivotal media base for use in dealing with the topic of the juvenile justice system in Maryland and more specifically in Carroll County. It is hoped that school systems around the state will be able to use this material as a model for creating a similar program involving local legal and court resources as well as the private sector of the community. The model brings lawyers, police, businessmen and juvenile officials together to create a scenario involving a shoplifting case with a juvenile offender who has a past record of law violation.

Three topical sub-concepts: (1) the nature of juvenile crime; (2) the juvenile justice system; and (3) the police arrest procedures are examined in the program. Some of the activities contained within this teacher's guide might serve to introduce segments of the program "Maryland v. Trouble" while other activities might best be implemented after viewing the tape.

The program is suited to a number of viewing patterns, depending on the purpose which is established by the teacher. The teacher may decide to use only: (1) Section A: the shoplifting sequence; (2) Section B: the arrest and attorney interview; or (3) Section C: the court hearing. The format of the program lends itself to any combination or sequence of patterns. It can serve as the entry point for development of activities related to any of the "topical sub-concepts" which are examined.

A primary goal of the program, and all of the related suggested activities, is to provide the student with information, sources and resources which demonstrate and reinforce the rights of the individual in the juvenile justice system. Philosophically, it is important that the student be exposed to this input from as many key primary sources as possible. Thus, teachers are encouraged to involve local officials and resource people whenever it is possible to do so. A list of people who have agreed to make their services available to teachers in Carroll County is included on pages 2 and 3 of this teacher's guide. It is suggested that school systems, using this program as a model, utilize the local counter-parts to the resource people mentioned in this guide.

CARROLL COUNTY RESOURCE PEOPLE

For the convenience of the reader, an asterisk has been placed next to the names of those persons who participated in the production, "Maryland v. Trouble." Their personal presence in the classroom might have a positive effect on this unit of instruction.

Corporal Dominic C. Dattilio
Maryland State Police
Westminster Barrack — 848-3111
Westminster, MD 21157
Topic - Law Enforcement

* Jim Doolan, Director
Carroll County Youth Service Bureau
Suite 10
Carroll Plaza Shopping Center
Westminster, MD 21157 — 848-2500
Topic - Youth Service Bureau

Mrs. Arla Ely, Supervisor
Carroll County Dept. Juvenile Services
Westminster, MD 21157 — 848-4295
Topic - Juvenile Rights and Intake

L. Ronald Harmel, Intake Consultant
Juvenile Court Service
Howard County, MD — 465-5000, Ext. 331
Topic - Juvenile Rights and Intake

Sam R. Leppo, Police Chief
City Hall
Westminster, MD 21157 — 848-9000
Topic - Law Enforcement

William Marquat
218 1/2 East Main Street — 876-2996
Westminster, MD 21157

* William R. McDonald, Attorney
Box 525
Westminster, MD 21157 — 848-3333
Topic - Juvenile Law

* Robert Speaks, Juvenile Master
Carroll County Court House
Westminster, MD 21157 848-1242
Topic - Juvenile Law

Officer John Stultz
Westminster City Police Department 848-9000
Topic - Law Enforcement

* Ralph Uebersax
12 N. Court Street
Westminster, MD 21157 848-0914
Topice- Juvenile Law

* Jed Walter, Juvenile Intake Office
Dept. of Juvenile Services
199 East Main Street
Westminster, MD 21157 848-4295
Topic - Juvenile Rights and Intake

These are highly capable individuals who are willing to participate in the capacity of guest speaker, panel discussion member or simulation observer and debriefer. Please be cognizant that these individuals are extremely busy; therefore, they will need as much lead time as possible in order that they may schedule and properly prepare for their participation.

PRE-TEST

Part I: Match the definition in Column A with the appropriate legal term or concept in Column B.

COLUMN A		COLUMN B
1. _____	Conducted in order to make a determination if a given case should be taken to court for trial.	A. Adjudication
2. _____	Provides for the care of a juvenile at a center or home away from his natural family.	B. Detention
3. _____	Report by parent, police, or citizen of unlawful activity.	C. Juvenile
4. _____	Pronouncement of a judgment based on evidence which has been presented.	D. Complaint
5. _____	Someone who has not reached his or her 18th birthday.	E. Intake Hearing
6. _____	One who is without proper guardianship.	F. Dependent Child
7. _____	Habitual running away from home.	G. Delinquent Child
8. _____	One who has a level of intelligence which does not allow him/her to compete with others of the same age on equal terms.	H. Neglected Child
9. _____	A child who has committed an offense that is only applicable to children and required guidance, treatment and rehabilitation.	I. Child In Need of Supervision (CINS)
10. _____	A child who has been deprived of support or care.	J. Mentally Handicapped
		K. Juvenile Master
		L. Disposition

Part II: Read each of the following statements carefully and select the best multiple-choice response for each item.

_____ 1. Police have a right to stop and search a juvenile in each of the following cases except (a) when they have observed the juvenile commit a crime, (b) when they have reason to believe that the juvenile is about to commit a crime, (c) when it is reported by a reliable source that a juvenile has violated the law, (d) when a juvenile acts in a disrespectful manner to a police officer.

_____ 2. The decision reached in the (a) Gault, (b) Escobedo, (c) Miranda, (d) Gideon case stated that a juvenile has a right to have a lawyer present at his/her adjudicatory and dispositional hearings.

_____ 3. Which of the following crimes would not be considered a juvenile offense: (a) shoplifting, (b) vandalism, (c) breaking and entering, (d) armed robbery.

_____ 4. The job of the police officer has become increasingly difficult, primarily because of (a) limited financial resources, (b) the complexity of the law related to individual rights, (c) the marked increase in the number of reported crimes, (d) more sophisticated crime reporting methods.

_____ 5. Which of the following is not a hearing associated with the juvenile court process? (a) preliminary hearings, (b) parole hearing, (c) adjudicatory hearings, (d) dispositional hearings.

Part III: True or False. Respond to each of the following statements by writing the letter "F" next to all statements which are false and by writing the letter "T" next to each of the statements which are true. If the statement is False, correct it by changing or adding appropriate words to make it true.

_____ 1. A juvenile has the right to have a lawyer present during questioning by law enforcement officials.

_____ 2. A juvenile has the right to have a jury at the adjudicatory hearing.

_____ 3. A juvenile has the right to appeal to a higher court.

_____ 4. A juvenile has the right to post bail for his release.

_____ 5. A juvenile has the right to counseling as a follow-up to his offense.

Part IV: Essay. Answer the following questions in essay form.

1. Give examples of the basic legal rights of the individual who becomes involved in the juvenile justice system.

2. Do you think the juvenile justice system is effective? Why? What reforms would you recommend?

Pre-Test Answer Sheet

Part I

1 - E
2 - B
3 - D
4 - A
5 - C
6 - H
7 - I
8 - J
9 - G
10 - F

Part II

1 - D
2 - A
3 - D
4 - B
5 - B

Part III

1 - T
2 - F A juvenile has no right to a jury trial in a juvenile court.
3 - T
4 - F Juveniles may not post bail.
5 - T

Part IV

Since student responses may vary greatly on these questions, teachers are encouraged to be tolerant of these differences.

GLOSSARY

ADJUDICATION: A hearing to decide if the juvenile actually committed the violations of which he or she stands accused.

CHILD IN NEED OF SUPERVISION: Frequent running away from home. A child who is habitually disobedient, ungovernable and beyond the parents' control.

COMPLAINT: Report by parent, police, or citizen of unlawful activity.

DEFENDANT: In a criminal case, this is the person or persons being charged with the violation of the law.

DEFENSE HEARING: Meeting with legal counsel in order to prepare for or to discuss a pending legal action.

DELINQUENT CHILD: A child who has committed an offense that is only applicable to children and requires guidance, treatment or rehabilitation.

DEPENDENT CHILD: A child who has been deprived of support or care.

DETENTION: Provides that a juvenile can be detained in a detention center or other holding facility outside his/her home.

DISPOSITION: The sentence that the juvenile offender receives.

FORMAL HEARING: Hearing before a judge on a petition.

HEARING OFFICER: A type of probation counselor who has some authority to hear minor offenses on which there is no petition.

INTAKE HEARING: Hearing with an officer of the court to make a determination if a given case should be taken to court for trial.

JUVENILE: Someone who has not reached his/her eighteenth birthday.

MENTALLY HANDICAPPED: One who has a level of intelligence that does not allow him/her to compete with others of the same age on equal terms or to manage personal affairs with equal prudence.

NEGLECTED CHILD: One who is without proper guardianship.

PETITION: A formal complaint in writing against a juvenile charging him/her with a specific offense.

PROBATION: A suspended sentence for a minor crime in which the convicted person is released under the supervision of a probation officer.

UNIT OBJECTIVES

TERMINAL OBJECTIVE:

The student will be able to identify the basic rights of the individual which the system strives to protect in order to formulate conclusions regarding the effectiveness of the juvenile justice system.

FACILITATING OBJECTIVES:

At the conclusion of this unit, the student will be able to:

1. Analyze personal attitudes toward the juvenile justice system and modify them in accordance with the knowledge gained during this unit of instruction.
2. Recognize and correctly use key words and phrases associated with the juvenile justice system.
3. List some of the major causes of juvenile delinquency and note the frequency of certain juvenile offenses.
4. Evaluate the possible impact of juvenile crime and arrest on the offender's family, future and reputation.
5. After completing a series of activities involving police action, determine if the individual rights of the accused had been violated.
6. When asked to assume the role of a police officer, identify some emotions which he experienced.
7. Upon being provided with information about the job of law enforcement, formulate generalizations based on that data.
8. After being presented with various related readings, list in the correct order the steps involved in juvenile arrest procedures.
9. When presented with appropriate data, analyze the differences between juvenile and adult court process.
10. When given basic information related to the juvenile justice system, analyze this data in order to determine the effectiveness of the system and to suggest possible strategies for reform.

Section "A"

CONCEPT: Juvenile Justice

TOPIC: The Nature of Juvenile Crime

PURPOSE

The purpose of this section is to expose the students to the nature and causes of juvenile crime and to have them evaluate the impact of arrest on the juvenile offender.

OBJECTIVES

At the conclusion of Section "A", the student will:

1. Analyze personal attitudes toward the juvenile justice system and modify them in accordance with the knowledge gained during this unit of instructions.

2. Recognize and correctly use key words and phrases associated with the juvenile justice system.

3. List some of the major causes of juvenile delinquency and note the frequency of certain juvenile offenses.

4. Evaluate the possible impact of juvenile crime and arrest on the offender's family, future and reputation.

SUMMARY OF VIDEO TAPE

One of the most common juvenile crimes in shoplifting. This program examines the nature of this specific juvenile offense and displays the manner in which store owners may respond to its occurrence. The tape should be stopped at the time of the arrival of the police officer in the store.

ACTIVITIES

Section "A"

1. Classroom Poll

   Individually administer the Juvenile Justice Classroom Poll to the class. Collect student response sheets, but do not go over the results. Store these instruments and save them until the conclusion of the unit. At the end of the unit, readminister the same survey and tabulate the results. Give students their original poll; have them note differences in attitude and discuss reasons why these differences may have come about. See Student Resource A-1 at the end of the section. (OBJECTIVES 1 and 2)

2. Have the class watch the first section of "Maryland v. Trouble," and stop the program just after the store owner indicates that he intends to call Tom's mother and the police department. Based on the action which they have seem to this point, have your students define "shoplifting" and then comment on the degree to which they feel that this is a teenage problem in their own community. Perhaps, class might generate a list of causes for this particular kind of offense and discuss the consequences of shoplifting on the juvenile, the parents of the juvenile, the store owner and the community. (OBJECTIVE 4)

3. Show the filmstrip entitled "Law and the Youthful Offender" from the Youth and the Law Series (Doubleday Multi Media). Have students write a one page essay on the causes of crime and juvenile delinquency. (OBJECTIVE 3)

4. Show part II of the filmstrip called "You and the Law" which deals with some of the reasons why teenagers get involved with the law and some of the violations they are likely to commit. (OBJECTIVE 3)

5. Invite a local merchant to speak on the topic of shoplifting as a juvenile offense. The Westminster Shopping Center Merchants Association has prepared a bulletin for distribution on this topic.

6. A good follow-up to a local merchant's presentation would be the article "Teenage Shoplifters: Why Do They Steal?" from Issues Today, September 17, 1971. (Student Resource A-2) (OBJECTIVE 3)

7. Have students read "The Shoplifting Game" on pages 24-25 in Crime and Safety. A number of good discussion questions can be found on page 25. Teacher's Resource A-3 offers an alternative to Activities 4 and 5. The reading level of these materials is geared to the below average reader. (OBJECTIVES 3 and 4)

8. An excellent case study about juveniles and car theft can be found on pages 112-119 in Delinquents and Criminals: Their Social World. A number of probing questions are on page 112. This material is suitable for the more able students. (OBJECTIVES 3 and 4)

9. Examine the brief incidents which are described on pages 1-4 in Juvenile Delinquency. Based on the actions covered by those cases, work with the class in the formulation of a "Profile of the Juvenile Delinquent."

   This could be supplemented by an examination of the chart "Most Common Complaints According to Frequency" which is on page 10 of Juvenile Delinquency.

   At the conclusion of the above listed activites, have students read "Profile of the Delinquent"pages 13-14 of Juvenile Delinquency. (OBJECTIVES 3 and 4)

10. Form a group of six to eight students to act as a "Carroll County Juvenile Delinquency Commission." Their task will be to (a) gather data on the delinquency problem in the County in order to identify the extent of the problem, (b) evaluate measures presently taken to meet the problem, and (c) suggest changes or new courses of action to deal with the problem. This will involve surveying, interviewing and researching to gather the data needed. A list of resource people is contained within this teacher's guide. The results of the Commission's findings may be either written or presented to the class for discussion. (OBJECTIVES 2 and 3)

    The following aspects of the juvenile delinquency problem should be considered:

    A. Shoplifting
    B. Alcohol Violations
    C. Drug Violations
    D. Vandalism
    E. Function of Juvenile Court
    F. Function of Youth Service Bureau
    G. School Policy Toward Juvenile Delinquency

Student Bibliography

Section A - The Nature of Juvenile Crime

A - MEDIA

Filmstrip - "Law and the Youthful Offender" (Youth and the Law Series)
Doubleday Multi-Media
Box 1167 - 1371 Reynolds Avenue
Santa Ana, California

Filmstrip - "You and the Law" (Part II)
Guidance Associates
757 Third Avenue
New York, N.Y.

B - TEXTUAL MATERIAL

Breuer, Crime and Society (1975)
Scholastic Books
904 Sylvan Avenue
Englewood Cliffs, N.Y.

Cuban, Crime and Safety (1972)
Scott, Foresman and Co.
99 Bauer Drive
Oakland, N.J.

Hughes, Delinquents and Criminals: Their Social World (1970)
Allyn and Bacon
Rockleigh, N.J.

Van Dyke, Juvenile Delinquency (1975)
Ginn and Co.
191 Spring Street
Boston, Mass.

Student Resource A - 1

Juvenile Justice Classroom Poll

The FBI Uniform Crime Reports and the juvenile court statistics show that youths are responsible for much of the national crime problem. The picture is even worse if you look at serious property crimes like burglary, larceny (thefts less then $50) and car theft. The 11-17 year-old age group, which represents 13.2% of the population, is responsible for 50% of the arrests for these crimes.

The following statements are opinions. Circle the words which reflect your agreement or disagreement with the statements.

1. Adult punishments are too severe for juveniles.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

2. A juvenile accused of a crime should be given a jury trial.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

3. In a trial, an adult is entitled to a jury of his or her peers-people who have equal standing to the accused. Therefore, in a juvenile trial, a jury should be made of of juveniles.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. If a juvenile commits a serious crime, such as a murder, the legal system should treat him or her as a juvenile offender.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. If a juvenile commits a minor crime, such as trespassing, the legal system should treat him or her as a juvenile offender.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. It is more important to rehabilitate juvenile offenders than adult criminals.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. Society is suffering from the crimes juveniles are committing. The greatest concern of the law is to protect society at all costs.

   Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. Juvenile judges lack alternatives to incarceration.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

9. The problem lies not with the juvenile offenders but with the system.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. Some young people are born losers.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Topic: Effects of Shoplifting

Topical Questions: How are shoplifters apprehended? Who is the typical shoplifter? What are the effects of shoplifting on the individual and the business community?

Time: 1 class period

Materials: Crime and Society Kit, Scholastic Book Services

Rationale: It is important for students to think about the whole shoplifting question and to personalize how they would feel in various related situations.

Content: Students role-play the shoplifter, store detective and security guards and then discuss how they feel in the various roles they play. The class acts as judge and decides a verdict for the shoplifter. Under the scrutiny of the class are the methods used to catch shoplifters. The class should suggest other methods of apprehension and justification for them.

The reading level of Crime and Society is for the below-average reader. The concept of the law and its handling of shoplifting, however, is important enough to be applicable to all ability levels. The higher ability student could create his own dialogue rather than use the text.

Objectives: At the end of the lesson, students should be able to:

1. Define "shoplifter."
2. Describe the "typical" shoplifter.
3. Discuss methods of apprehending a shoplifter.
4. Participate in role-playing a shoplifting situation in an attempt to see both sides--the store owner as well as that of the shoplifter.
5. Analyze the effects shoplifting has on the future of the apprehended offender.

Procedures:

1. Administer, as a pre-test, a short quiz entitled "Rate Yourself: What Does Honesty Mean To You?" (The quiz is also given as a post-test to allow students to see if their attitudes and values have changed after being exposed to different situations.) The quiz is from "The Student Logbook," Crime and Society, page 9.

2. The teacher puts the term "shoplifter" on the board and asks students to list all the things they associate with shoplifting. The teacher should select a few key phrases from the student lists in order to spark a class discussion lasting 10-15 minutes. (Note: Some additional suggestions for beginning the class may be found on page 26 of Crime and Society, Teacher's Guide)

3. Students use the text, Crime and Society, pages 34-36. The teacher assigns parts and students read the dialogue from the text, or they may work up their own dialogue.

4. As the situation is portrayed, the rest of the class acts as judge and decides how it would treat such a case in court. Students may also consider the following:

   1. How would you feel if you were caught shoplifting?
   2. Why are stores cracking down on shoplifters?
   3. What methods do stores use to catch shoplifters?
   4. Should shoplifters go to jail?
   5. How would your family, friends and neighbors act if they found out you were caught shoplifting?
   6. Who is paying for the increase in shoplifting?
   7. You may wish to place the questions at the bottom of page 36 of Crime and Society on a ditto or the blackboard.)

5. After the role-playing is completed, the teacher asks the players how they felt in their respective roles.

6. The teacher reviews with the class what has occurred, the implications on the shoplifter's future and how the law treats shoplifters.

7. The class discusses what they think should be done to the shoplifter.

Assignment:

1. As a carry-over from the activity of role-playing, students form small groups and formulate their own situations with various roles.

2. The situation of shoplifting is carried to the mock trial. The class could set up a court room scene complete with lawyers, judge, jury, etc. and discover what kind of verdict might be reached at the end of the mock trial.

Source: Involvement, Law Education Project, 1976.

Developed by: Teresa Doyle
Carroll County Public Schools
Westminster, Maryland

Section "B"

CONCEPT: Juvenile Justice

TOPIC: The Police and Arrest Procedures

PURPOSE:

The purpose of section "B" is to give the students the opportunity to experience some of the emotions that identify with the job of law enforcement and to formulate some generalizations about that profession. In addition, they will gain an understanding of the procedures of the juvenile arrest process.

OBJECTIVES: At the conclusion of section "B", the students will:

5. After completing a series of activities involving police action, determine if the individual rights of the accused had been violated.
6. Identify some of the emotions they experienced while carrying out the role of a police officer.
7. Formulate generalizations about the job of law enforcement.
8. List in correct order the particular steps involved in juvenile arrest procedures.

SUMMARY OF VIDEO TAPE

The viewer sees, first hand, the arrest of a juvenile for the act of shoplifting. The officer explains his actions and provides the understandings related to arrest procedure and to his role as a law enforcement agent. The impact of the Miranda case on arrest procedures is clearly depicted. In this segment the subject is arrested, and you will observe the proceedings up to the point when his case is heard in the juvenile court.

Stop the tape at the conclusion of the interview with Jed Walter, Juvenile Intake Officer and prior to the court case before Master Speaks.

Activities

Section "B"

1. View the arrest sequence in "Maryland v. Trouble." Based on this particular arrest, help students understand the significance of the Miranda Warning. Discuss the specific elements which are contained within the "rights" that are read to Tom Trouble when he is arrested. Stop the tape at the conclusion of the "intake interview" with Jed Walter. At this point you might work with your students in listing the particular steps which are involved in a juvenile arrest. After such a list has been generated, have your class place these steps in the correct order. (OBJECTIVES 5 and 8)

2. Have students examine the pictures on page 30 of Juvenile Problems and the Law. Ask the class for an explanation of what is happening. Encourage students to be very detailed in their speculations about what is taking place.

   Divide the class into small groups and assign the questions on page 30 to each of the groups. Allow about 10 minutes for group discussion before bringing the class together again for a debriefing. (OBJECTIVE 5)

3. Have students open the book Juvenile Problems and Law to page 30. Tell the class that the men pictured here are police officers. Ask them to list reasons why they believe the men are in an unmarked car and not wearing uniforms.

   After you have introduced the activity, turn to page 40 and use the questions and quotations as a means for generating additional classroom discussion. (OBJECTIVES 5 and 7)

4. Place the question, "Should Police Officers Stop People on the Street?" on the blackboard and ask students to respond with their opinions on the question.

   After you have exhausted this topic, assign the reading on page 42 of Juvenile Problems and Law. When students have finished reading this material, divide the class into groups. Assign the case study on page 43 and direct them to respond to the questions which follow the case. Allow 5-10 minutes for group discussion and bring the class together for a debriefing. (OBJECTIVE 5)

5. Play the simulation "Police Patrol" with your class. This activity is designed to place your students in the position of role-playing a police officer in the performance of his duties. (OBJECTIVE 6)

   An excellent follow-up to this simulation would be to invite a police officer to speak to your class.

   Chief or Officer, Westminster City Police 848-9000
   Corporal Dominic C. Dattilio, Maryland State Police 848-3111

6. Show the filmstrip entitled "Law and the Police" from the Youth and Law Series (Doubleday Multimedia). This filmstrip shows the variety of situations which the police encounter during a typical day that test their knowledge of the law.

   A good follow-up might be to discuss the qualifications required of candidates for police work, the salary and benefits they can expect and the variety of assignments available to policemen. Discuss the pros as well as the cons. (OBJECTIVE 7)

7. Assign "Is Kojak for Real?" from Scholastic Search Magazine, September 23, 1975. See Student Resource B-1. Ask students prior to reading the story, "How realistic do you think TV police shows are?"

   Divide the class into groups and ask students to respond to the ditto entitled "Warning: This Program May Be Dangerous to Your Health" which was developed by William Kelly as part of a lesson called "Television and the Police." See Teacher's Resource B-2 at the end of the section. (OBJECTIVE 7)

8. Assign students the various roles of the reading "You're Under Arrest" from Scholastic Search Magazine of September 23, 1975, Student Resource B-3. Read the dialogue aloud and then go through the six steps with your class. A number of good questions for consideration are listed at the end of the article. (OBJECTIVE 8)

9. Have students read the case entitled "Stop or I'll Shoot", pages 53-55, from Juveniles Have Rights, Too. A number of good questions are suggested on pages 56-67. (OBJECTIVE 8)

10. Write the following statement on the blackboard, "The Court Has Handcuffed the Police." Ask students to react to this statement. Following a brief class discussion, assign one of the following readings which deal with the Escobedo Rule and the Miranda Rule. (OBJECTIVE 7)

    A. The Policeman and the Citizen, pages 19-31.
    B. Crimes and Justice, pages 45-50.

11. Read the case of Duncan Thomas on pages 9-10 in You've Been Arrested. Advise students that their job is to try to figure out whether Duncan Thomas was treated fairly. The questions on pages 12-13 provide an excellent means of analysing the case. (OBJECTIVES 5, 7, and 8)

Student Bibliography

Section B - The Police and Arrest Procedures

A - MEDIA

Filmstrip - "Law and the Police" (Youth and Law Series)
Doubleday Multimedia
Box 1167 - 1371 Reynolds Avenue
Santa Ana, California

Filmstrip - "Enforcing the Law"
Guidance Associates
757 Third Avenue
New York, N.Y.

B - TEXTUAL MATERIAL

Breuer, Crime and Society (1975)
Scholastic Books
904 Sylvan Avenue
Englewood,Cliffs, N.J.

Cuban, You've Been Arrested (1972)
Scott, Foresman and Company
99 Bauer Drive
Oakland, N.J.

Feder, The Policeman and the Citizen (1973)
American Book Company
300 Pike Street
Cincinnati, Ohio 45201

Ratcliffe, Crime and Justice (1974)
Houghton - Mifflin and Company
53 W. 43rd Street
New York, N.Y.

Riekes and Mahe, Juvenile Problems and the Law (1975)
West Publishing Company
50 Kellog
St. Paul, Minnesota 55102

Seagraves, Juveniles Have Rights, Too! (1973)
Fearon Publishers
6 Davis Drive
Belmont, California 94002

Topic: Television and the Police

Topical Questions: What distortions of the roles and responsibilities of police officers are presented by television shows based on police action? What true profiles of police are presented by TV?

Time: 3 class periods

Materials: Resource Sheet

Rationale: Often the impressions made on the public by the mass media tend to be either false or misleading, especially when it deals with the police in our society today. It is hoped that students will analyze their impressions and examine their attitudes about police based on prime time television shows. Distortions should become obvious.

Objectives: At the end of this lesson, students should be able to:

1. Recognize the distortions presented on television concerning the police.
2. List some impressions that the public gets by watching television police shows.
3. Identify regular police duties that are not shown on television police shows.

Procedure:

1. Teacher duplicates the resource sheet which follows.
   a. Teacher gives a copy to a police officer and invites him to fill it in and bring it with him to the second class period as a basis for his presentation to the students. (He will need at least a week's notice for this.)
   b. The teacher distributes this resource sheet to the class as a motivation and introduction during the first class period of the three-period series.
2. The students meet with the guest police officer during class period 2.
3. Students compare their responses to the policeman's answers during class period 3.

Variations: If no policeman is available, show the film strip "Enforcing the Law" by Guidance Associates after the students have discussed the ditto. Follow-up by using the same procedure as noted above.

Source: Involvement, Law Education Project, 1976.

Developed by: William Kelly, High School Teacher
Carroll County Schools
Westminster, Maryland

Student Handout

Teacher Resource B - 2

WARNING: THIS PROGRAM MAY BE DANGEROUS TO YOUR MENTAL HEALTH

1. List at least five police shows that in your opinion are overly violent.
2. Do these shows really reflect our society, its police and the problems they confront? (List each separately)
3. What impressions do we get about policemen from watching TV police shows? (Give three general impressions).
4. In your opinion do most TV police shows help or harm the public image of our policemen?
5. List five types of police duties that are performed every day by policemen that generally are not depicted on TV shows. Why are they left out?

Rookies	Hawaii Five-O
Policewoman	Columbo
Police Story	Get Smart
FBI	SWAT
Dragnet	Harry-O
Adam-12	Chopper
Baretta	Starsky & Hutch
McMillian	Perry Mason
Dan August	Serpico
Christie Love	Ironside
Toma	Gunsmoke
Kojak	Most Wanted
McCloud	Highway Patrol
Mod Squad	Caribe
Barney Miller	Hec Ramsey
Streets of San Francisco	Charlie's Angels

Section "C"

CONCEPT: Juvenile Justice

TOPIC: The Juvenile System

PURPOSE: Students will observe the actual proceedings of a juvenile court case in order to identify the constitutional rights depicted in the process. Based on this information, pupils analyze the juvenile system and compare it to the judicial process used for adult defendants.

OBJECTIVES: At the conclusion of Section "C," the student will:

1. Analyze personal attitudes toward the juvenile justice system and modify them in accordance with the knowledge gained during this unit of instruction.

2. Recognize and correctly use key words and phrases associated with the juvenile justice system.

9. Analyze the differences between juvenile and adult court procedures.

10. Analyze basic information related to juvenile justice in order to determine the effectiveness of the system and to suggest possible strategies for reform.

SUMMARY OF VIDEO TAPE:

This section focuses on the trial of Tom Trouble which is called an adjudicatory hearing. After his guilt is determined, a dispositional hearing is held to decide what should be done with the delinquent juvenile.

Activities

Section "C"

1. Ask the class if anyone knows how many times a typical juvenile case comes before the officials of the court. During this period of speculation, introduce such words as preliminary hearing, adjudicatory hearing and the dispositional hearing. Show the adjudicatory hearing from "Maryland v. Trouble." Pause at this point to clarify the nature of the process which has just been seen and introduce the dispositional hearing. After the class has established that they understand the disinction between the two hearings, proceed by showing the dispositional hearing from the video tape program. (OBJECTIVES 2 and 9)

2. Ask students to formulate a list of steps that follow arrest which constitute "due process." After the class has formulated its response, direct the students to pages 18-19 in You've Been Arrested. This reading takes the student through the various stages of "due process." In addition, a number of key words are introduced and defined.

   After you have finished with the above scheme, use the chart "When Juveniles Violate Maryland State Law" to compare the "due process" flow for juveniles with the list previously examined. Note differences between the two charts and discuss reasons for those differences. See Student Resource C - 1 at the end of this section. (OBJECTIVE 9)

3. Conduct a class debate on the subject, "Should the right to trial by jury be given to juveniles?" Here are some suggested steps: (OBJECTIVE 9)

   a. Have the entire class read page 58 in Juvenile Problems and Law.

   b. Ask for a show of hands in order to determine how your class is split on the issue.

   c. Break the class into groups of 5-6 students that have the same position on the issue and have them prepare for a debate by considering the questions on page 59.

   d. Separate the class into the two positions and review the format for the debate.

   e. For further assistance in setting-up the debate, see Involvement, a publication of the Law Education Program.

4. A good follow-up to the debate on juries for juvenile court cases is the survey entitled "Community Involvement" on pages 60-61 in Juvenile Problems and Law. This activity involves each of your students in the administration of a survey of at least five community members using the basic questions provided on page 61. If the class feels that it is appropriate, you could work on the formulation of additional questions. (OBJECTIVE 9)

5. Assign "When A Juvenile Violates Maryland State Law" which is a description of the procedure followed in handling juvenile criminal cases. Be sure the students understand the five categories of juveniles who are petitioned to court and the flow of juvenile cases in the courts. See Student Resources C-1 and C-2 at the end of this section. (OBJECTIVES 2 and 9)

6. Some very interesting questions relating to juvenile court theory and pratice are on pages 69-71 of Juvenile Problems and Law. This is an excellent starting point for discussion about the reform of the juvenile justice system. (OBJECTIVE 10)

7. An excellent case study can be found in the Bill of Rights Newsletter--Spring, 1973. The "Donny Curtis Case" illustrates many of the frustrations which are associated with the juvenile justice system. There are several places in the story where you should break for discussion of the problems that face the participants. (OBJECTIVE 10)

   Following the case you might invite some of the following people to discuss the problems which were obvious in this case:

Master Robert Speaks, Juvenile Court	848-1242
Mrs. Arla Ely, Carroll County Department of Juvenile Services	848-4295
Jim Doolan, Carroll County Youth Service Bureau	848-2500
L. Ronald Harmel, Intake Consultant Juvenile Court Service	465-5000 ext. 331

   For further assistance, see the section entitled "Resource People Approach" in Involvement.

8. Examine the activity on probation from Dig: U.S.A., pages 100-101. Study the "Conditions of Probation." Which rule would you find most oppressive? How does probation act as a deterrent to further criminal activity? (OBJECTIVES 2 and 9)

9. The following readings from You've Been Arrested provide an excellent point from which to discuss juvenile justice reform: (OBJECTIVE 10)

   "Reform" - pages 39-40
   "Not Liberty But Custody" - pages 40-44
   "More or Less Justice" - pages 45-47

10. Take your class to observe a case in juvenile court. Arrangements can be made by contacting Mr. Lang - Department of Juvenile Services, Baltimore City - 383-3770. (OBJECTIVES 1, 2, and 4)

11. An excellent reading related to the method of handling juvenile complaints is on pages 89-94 of Juvenile Delinquency. Each method is supplemented by a brief case study. This serves as a source to examine various alternatives available to juvenile offenders. (OBJECTIVE 10)

12. A good exercise, relating to the formulation of a juvenile code, is in Juvenile Problems and Law, pages 23-24. Students are called upon to create a juvenile justice system from the basic elements established through a series of key questions.

    After students have formulated their juvenile code, they should be directed to read the interview with the juvenile court judge on pages 24-25. (OBJECTIVE 10)

13. Re-administer the "Juvenile Justice Classroom Poll," Student Resource A - 1. Tabulate the responses to the poll at the beginning of the unit and compare them to the responses at this time. (OBJECTIVE 1)

    a. What changes in attitude are apparent? What caused them?

    b. Which items show the widest spread of opinion? Why?

    c. Briefly discuss the items for which there is considerable disagreement.

Student Bibliography

Section C - The Juvenile System

A - TEXTUAL MATERIAL

Bill of Rights Newsletter, "Donny Curtis Case" (Spring 1973)
Constitutional Rights Foundation
Los Angeles, California

Cuban, You've Been Arrested (1972)
Scott, Foresman and Company
99 Bauer Drive
Oakland, N.J.

Diagon, Dig: U.S.A. (1970)
Bantam Books
666 Fifth Avenue
New York, N.Y.

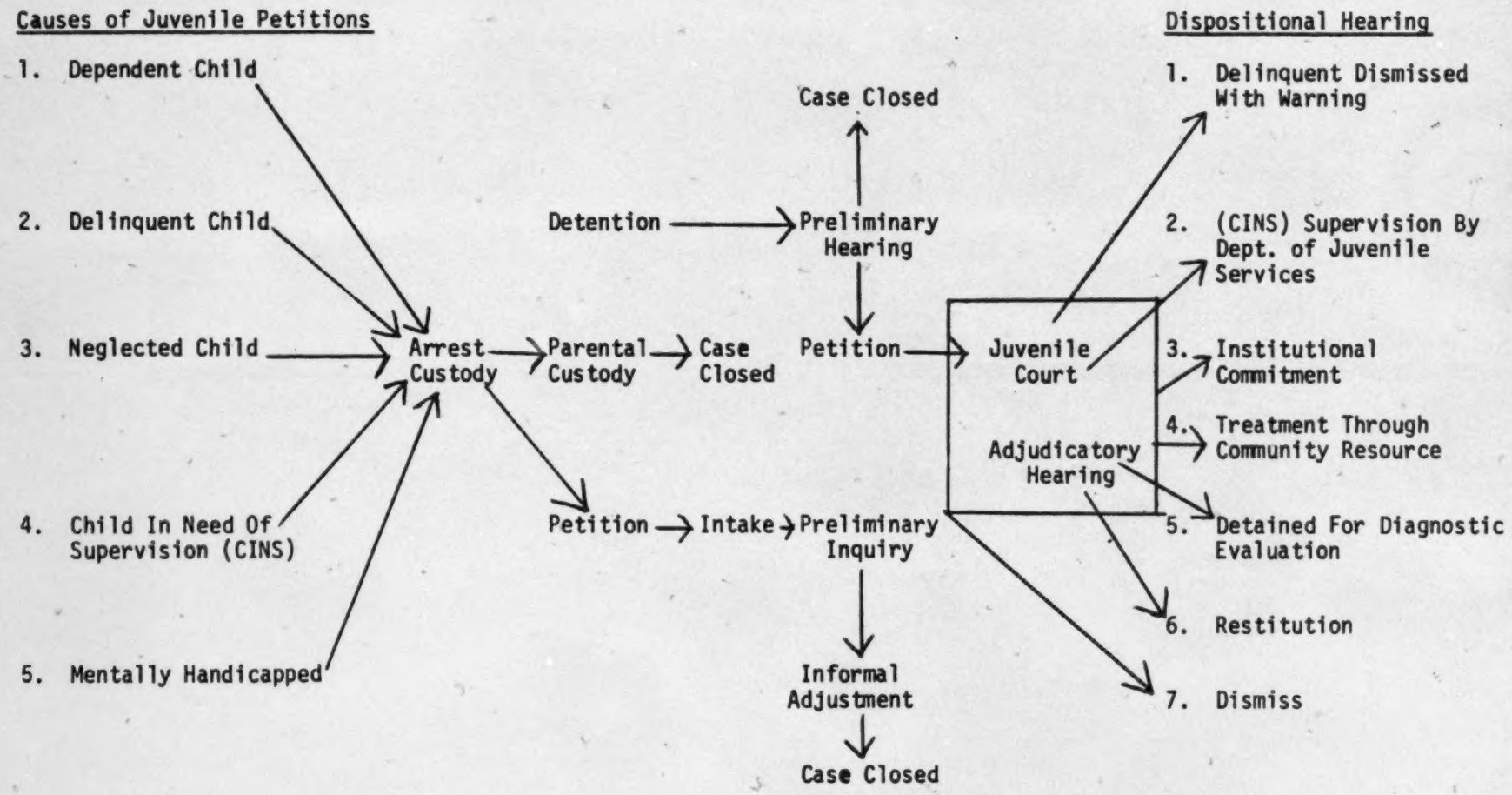
Law-Related Education Program for the Schools of Maryland
Involvement (1976)
Carroll County Board of Education
Westminster, Maryland

Riekes and Mahe, Juvenile Problems and Law (1975)
West Publishing Company
50 Kellog
St. Paul, Minnesota 55102

Van Dyke, Juvenile Delinquency (1973)
Ginn and Company
191 Spring Street
Boston, Mass.

Student Resource C - 1

WHEN JUVENILES VIOLATE MARYLAND STATE LAW



Student Resource C - 2

WHEN A JUVENILE VIOLATES MARYLAND STATE LAW

Introduction

In Maryland, a juvenile is a person who has not reached his or her eighteenth birthday. *

Juvenile offenders are petitioned to Court for being delinquent rather than for a specific crime. A delinquent act refers to those acts which are in violation of Article 66½ of the Annotated Code of Maryland, any other traffic violation, or an act which would be a crime if done by a person who is not a child. The Petition alleging delinquency specifies the facts of a particular offense. Under Article 26 of the Annotated Code of Maryland, there are five categories of juveniles who are petitioned to Court.

I. Dependent Child

   A. Has been deprived of support or care.

II. Delinquent Child

   A. Commits a delinquent act and requires supervision, treatment or rehabilitation.
   B. Is habitually truant.
   C. Repeatedly deserts his home or place of abode.
   D. Is engaged in any occupation which is in violation of law or associates with immoral or vicious persons.
   E. Has committed an offense that is only applicable to children and requires guidance, treatment or rehabilitation.

III. Neglected Child

   A. Is without proper guardianship.
   B. Parent or guardian is unfit to care for child.
   C. Is under unlawful or improper care.
   D. Is unlawfully kept out of school.
   E. Parents or guardian neglects or refuses to provide necessary medical care of child.
   F. Is engaged in such occupation as to injure or endanger the morals or health of himself or others.

IV. Child in Need of Supervision (CINS)

   A. Habitual running away from home.
   B. Is subject to compulsory attendance at school and who is habitually truant.
   C. Staying out late at night aimlessly.
   D. Is habitually disobedient, ungovernable and beyond the parents' control without substantial fault on their part.
   E. Behavior leads to injury of self or others.

V. Mentally Handicapped

A. Has a level of intelligence sufficiently low that he is unable to compete with others of his age in equal terms or to manage his affairs with equal prudence.

Most Frequent Offenses Committed by Juveniles

1. Vandalism - particularly of school buildings
2. Automobile Larceny and Unauthorized Use (Joyriding)
3. Breaking and Entering
4. Disorderly Conduct
5. Consumption of Alcoholic Beverages
6. Assault

* (Under a September, 1974 State Court of Appeals ruling, juvenile offenders aged 16 and 17 must be tried as adults in armed robbery cases in Baltimore City and 22 of the 23 Counties. Montgomery County affords special hearings before jurisdiction is waived in non-capital juvenile cases.)

Permission granted by Help: An Emergency Services Guide, prepared by the Baltimore County Public Library, 1974.

TYPICAL JUVENILE CASE

A boy is apprehended and taken into custody for drinking beer. He is intoxicated, but manages to give his name and address. He is taken to the Police Station, and his parents are contacted and requested to come to the station. It is then decided whether or not the boy will be released to the custody of his parents, and also whether or not the officer will request a juvenile petition filed. Police consider the child, the family and the seriousness of the offense. If the offense is of a serious nature such as Armed Robbery or Serious Assault and the arresting officer wishes to place the boy in detention, he must contact the Commanding Officer of his district for authorization.

Whenever a juvenile is placed in detention, he must be given a preliminary hearing before the Juvenile Judge or Master the following morning, or at the next sitting of the Judge or Master.

In the majority of cases the juvenile is released to the custody of his or her parents. At this point the Police can either close the case with a reprimand or refer it to the Intake Office of the State of Maryland, Department of Juvenile Services, requesting that a Petition be filed. The Intake Consultant will then review the facts and conduct a preliminary inquiry. Based on the facts and the seriousness of the offense, a Petition could be filed. If the Intake Consultant decides not to file a Petition, the case may then be handled through an informal adjustment where the juvenile and parents agree to informal counseling.

If a petition is filed, the parents and child are summoned for a hearing in Juvenile Court. The summons and a copy of the petition are delivered by the Sheriff's Department to the parents or custodians of the child who is being petitioned to court.

The summons informs the respondent and the parents of the following:

1. It advises them that the court is ordering them to appear in court on a specific date at a specific time so that the facts of the case can be heard.

2. It advises them that they have the right to request any additional witnesses to be summoned to appear that they feel will be beneficial to their case.

3. It also instructs them that the court can appoint an attorney for them if they are unable to obtain their own legal counsel.

The petition specifies the charge pending against the child and lists the specific allegations that make up that charge. It also lists the witnesses that have been summoned to appear for the hearing.

At the time of the hearing, the evidence in the case is presented to the court by the State's Attorney. After hearing the facts, the Judge or Master declares the juvenile's status. He may find the:

1. Child delinquent, yet dismiss the case with a warning.
2. Child delinquent, a child in need of supervision, dependent, neglected, or mentally handicapped, and recommend other supervision by the Department of Juvenile Services.
3. Charges substantiated and commit the child to an institution for care and treatment.
4. Charges substantiated and order treatment through a community resource.
5. Child should be detained at a diagnostic center for evaluation prior to making a recommendation.
6. Charges substantiated and order some form of restitution.
7. Charges are dismissed.

If the juvenile and his parents are dissatisfied with the Court's finding, he may file an exception to the finding within ten days following the hearing.

Permission granted by Help: An Emergency Service Guide, prepared by the Baltimore County Public Library, 1974.

POST-TEST

Part I: Fill in the blanks with the correct word in order to complete each of the following sentences.

(1) A formal written complaint against a juvenile is called a _____.

(2) If a defendant is found guilty of a crime, the court may grant _____ which involves release subject to court imposed restrictions or conditions.

(3) The _____ hearing is that part of a juvenile court proceeding where the judge or master decides on the sentence the juvenile will receive.

(4) A determination is made at the _____ hearing if a given case should be taken to court.

(5) The _____ is the person or persons being charged, in a criminal case, with a violation of the law.

(6) The _____ child is one without proper guardianship.

(7) A child who habitually runs away from home is an example of _____.

(8) A _____ child is one who has committed an offense that is only applicable to children and requires guidance, treatment, and rehabilitation.

(9) One who has a level of intelligence that does not allow him to compete with others the same age on equal terms or to manage personal affairs with equal prudence is a definition of a child who is _____.

(10) _____ is a child who was deprived of support or care.

Part II: Read each of the following multiple choice statements carefully. Select the letter which represents the best possible response.

(1) Juveniles who are accused of violations for which they could be committed to an institution must have the right to all of the following except; (a) Notice of charges, (b) Right to counsel, (c) Trail by jury, (d) Privilege against self-incrimination.

(2) Which of the following crimes is most often committed by juvenile offenders? (a) Robbery, (b) Shoplifting, (c) Auto Theft, (d) Assault.

(3) The (a) fifth, (b) sixth, (c) seventh, (d) eighth Amendment to the U.S. Constitution provides that anyone accused of a crime has the right to a lawyer.

(4) Which of the following cases established that juveniles who face being sent to reform school are entitled to the protection of the Bill of Rights? (a) Miranda Case, (b) Gideon Case, (c) Gault Case, (d) Escobedo Case.

(5) A rehabilitation concept involving about 10-12 young people who live with counselors who live and work there is called: (a) Foster care, (b) Probation counseling, (c) Minimum Security Center, (d) Group Home.

Part III: True or False: Respond to each of the following statements by writing the letter "F" next to all statements which are false and by writing the letter "T" next to all statements which are true.

(1) Most juvenile delinquents are male and between the age of 14 and 18 years old.

(2) Most young delinquents come from poor families.

(3) More delinquents can be found in big cities than in rural areas.

(4) Disorganized family life is a major cause of juvenile crime.

(5) Juvenile offenders do not receive a jury trial for hearings held in the juvenile court.

Part IV: Essay. Answer the following questions in essay form.

(1) Do you feel that juveniles need a separate and distinct "justice system?" Why?

(2) What are the major strengths and weaknesses you find in the juvenile justice system?

(3) What basic rights do juveniles have? Are any of these rights different from adult rights? Why?

Post-Test Answer Sheet

Part I

1 - Petition
2 - Probation
3 - Dispositional
4 - Intake
5 - Defendent
6 - Neglected Child
7 - Child in Need of Supervision
8 - Delinquent Child
9 - Mentally Handicapped
10 - Dependent Child

Part II

1 - C
2 - B
3 - B
4 - C
5 - D

Part III

1 - T
2 - T
3 - T
4 - T
5 - T

Part IV

Student responses will differ and the teacher should be tolerant of the diversity of answers. Correctness should be decided on the merit of the evidence which the student presents.